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Deans of Women

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*Papers Read Before Sectional Meetings.
Deans of State Universities*

METHOD OF OBTAINING WOMEN'S DORMI- TORIES AT KANSAS EDUCATIONAL INSTITUTIONS

by ANN DUDLEY BLITZ
Dean of Women, University of Kansas

Ten years ago, there was little sentiment for Dormitories in Kansas. The older and more influential alumni had not yet realized the change that had come about in the living conditions of students. They thought of their own almost ideal college life where students were taken into the homes of citizens and faculty and made members of the family during their college course. A movement undertaken about 1910 to collect private funds for a "Building for girls" at the University of Kansas did not reach the goal but did succeed, at least, in informing the alumni of the unfavorable conditions in which the young women in state schools lived, and making the alumni sense the need for college homes.

The attempt to collect money having failed, thought was then turned toward a legislative appropriation. Several times after 1910 the University included a dormitory for women in its budget, but without avail. It now became a question of education, not of the alumni alone, but of the people of the state.

Very soon after the movement had been undertaken for a "Building for Girls" at the University, there chanced to be formed the *Kansas Council of Women*. This organization is made up of presidents and past-presidents of state-wide women's organizations such as the State Federation of Women's Clubs, the American Association of University Women, the W. C. T. U., the D. A. R., the W. R. C., the League of Women Voters. Deans of Women are also ex-officio members. The object of this organization is to be of service to the state. Fortunately for the cause of dormitories, one of the women who had been closely associated with the movement for the "Building for Girls" was an active member of the Kansas Council, and it was through her influence that the Council voted to undertake the securing of an appropriation for dormitories as one of its principal pieces of work.

For several Legislatures the Council merely supported the bills introduced by the schools, but finally a plan was made for independent action. The plan was, in reality, developed at the state meeting of Deans of Women and Deans of Girls that was held in January 1920, at Pittsburg, Kansas. There a motion was introduced and passed to request the Presidents of the State Schools to form a state-wide committee on student housing. The committee was to be constituted of four members from each school to be appointed by the President of the school and to be made up of the Dean of Women and one representative each from the faculty, the alumni and the student body.

The Presidents received the suggestion favorably, the state-wide committee was constituted, and had an early meeting in Topeka to discuss plans.

Cost of building was at that time almost prohibitive but the Committee after consulting the Presidents of the schools, the Board of Administration, and the Governor, recommended a plan that had the favor of all these persons—namely, that a bill providing for a bond issue of 1,000,000 dollars be introduced into the next legislature, in order to initiate a building program for dormitories at the five state schools. Eventually this plan was taken over by the Kansas Council. Indeed, it was originated by the Deans who are members of the Council. Thus a state-wide organization was effected which had the favor not only of five schools, (which had usually appeared as rivals before the Legislature) with their faculty, alumni and student bodies, the Board of Administration and the Governor, but which also had the solid support of a vast body of women, more than 80,000 altogether. The cause too, was an asset, since no personal interests were involved.

The Council entered with great vigor upon the prosecution of the plan. A committee of five was created to provide necessary publicity, to draft the bill (see note, Page 7), and push it in the Legislature. Incidentally the Committee had also to provide funds. No worker was paid for her time, but all actual expense for railway fare, hotel bills, printing, stamps, stationery, and telegrams were met by friends of the movement. At two of the schools, a large percent of the expense incurred was raised by small contributions of the women students. It may be of interest that while the estimated budgets made by men of experience on legislative lobbies, ranged from 1500 to 2500 dollars, the actual total of the campaign in question was slightly over 700 dollars.

It was no small task to conduct the campaign, of course. The formal support of the various constituent organizations of the Council had to be made real and active by personal appeal. For this purpose the cause was laid by the Deans and others vitally interested before the state, district, county and city meetings of many organizations. The publicity woman was very active. Bulletins from all the schools were sent out to the Alumni, stories were run in all the leading newspapers—all this throughout the fall months. After the Legislature assembled in January, petitions, letters and telegrams were called for from local constituents to overcome opposition or stir the active interest of Legislative members.

The Council members themselves, sixty to seventy-five in number, did admirable work, in fact the chief work of the committee in charge was to direct and organize. At the annual meeting of the Council, which occurred soon after the Legislature convened, it was voted to register en masse to lobby for the bill. At this meeting, too, the names of the members of the Legislature were divided up among the women, in order that each member might receive full information about the needs of the schools. The chief characteristic of the lobby was its educative policy, the thought being knowledge of actual facts and conditions would secure the votes.

Frequently conferences of the Council were held in Topeka during the session of the Legislature. These conferences were more or less open; wives and members of the Legislature were invited to be present; so were also as many women as possible who were leaders in the local community. Some of these women rendered valuable assistance.

It was an interesting and valuable experience to watch the bill on its progress through both houses—an identical bill was introduced into each house at the same

time. It was introduced into the House of Representatives by a woman, had the support of all the women members, and was intended to be treated as a woman's measure. In the Senate it was introduced by the Chairman of the Committee on State Affairs.

The choice of persons to introduce the bill and the selection of the chief supporters was carefully thought over in advance by the Committee in charge, great care was given to the drafting of the bill in the first place.

The possible committees to which the bill might be referred were carefully considered with the probability of their favorable report in mind. The members of the committees to whom the bills were referred were interviewed preparatory to the hearings and the presentation of the cause at the hearing was planned with the greatest care. After the bills were reported favorably and before they came up for discussion, every member of both houses was interviewed. When a member was found to be doubtful or opposed, every endeavor was made to win him over, especially by giving him information and by securing the interest of his constituency "Back home." At least two members of the Committee in charge stayed almost continually at the Capitol, and for days together they had the assistance now of one woman, now of another, whose interest was keen and whose support was felt to be needed at various junctures.

The actual obstacles to the passage of the bill itself were considerable. Building prices were still high and farmers were complaining of high taxes. There was strong opposition to any bond issue, because Kansas had burned her bonds some years before and was proud and boastful about being out of debt. The bill called, besides, for the limit of indebtedness under the state law. The bill passed the Senate as originally introduced, however, by a majority of one. In the House a lively fight was made against it, and it was not passed until it had been amended by substituting a direct appropriation for the bond issue and by cutting the amount from 1,000,000 to half a million dollars. At the urgent request of the friends of the bill, the Senate voted favorably on the House amendment. It did not seem safe to play for an increase. While there was a very real need for all the money for which the bill originally called, the women felt that the effort put forth had nevertheless been rewarded.

A great American architect has recently said that success is due to three elements, untiring work, interest (rather than inspiration) and cooperation. These three elements the Council certainly had in rich measure. The success of the undertaking was due to the cooperation of many interested, untiring workers. Here and there a leader stands out, to be sure, but in fairness to the many, perhaps, no names should be mentioned.

While the Council bill had the favor of the schools, it was of course entirely separate from the appropriation bills for the schools and had no adverse influence so far as could be noticed upon those bills.

THE DELINQUENT STUDENT

by RUBY E. C. MASON

Dean of Women, University of Illinois

Delinquency is the offspring of delinquency, and the parent of delinquency,—hence the relationship of the responsibility of the university administrative officer is three-fold.

The delinquent student is the offspring of poor parentage or of poor teaching, or of poor parentage plus poor teaching. We and our output are yearly becoming more and more responsible for the character and quality of both parentage and teaching. Thus our delinquents multiply themselves in over increasing numbers. Thus it behooves us to lessen the number of our delinquents in very self-preservation.

Mrs. Martha P Falconer of the American Social Hygiene Association has said quite pertinently to our subject, "We must find out in every case what lies back of the low standing, lack of interest and disobedience, and the earlier the child is taken in hand intelligently, the better. Let us get hold of the child early; but what we really must do and are doing, is to get hold of the parents of the next generation while the next generation is still in the distant future."

As a natural outcome of the democratic spirit of this country, the parents gave over their children into the safe-keeping of the public schools. In doing so, they transferred to the public schools, to a lamentable degree, parental authority. In the State of Illinois, approximately one-fifth of the people of the State are to be found in the classrooms of the public schools each day, and 34,000 teachers are required to teach these students. Already in the last ten years, attendance of the American High Schools has increased 400 per cent. Last year, the University of Illinois, which graduates about one thousand young people each year received 2,079 calls for teachers. With the teacher shortage, doubtless many of our delinquent students found their way into the ranks of teachers and are already breeding delinquents.

The average cost of instruction per pupil is 48 dollars and the elementary and secondary schools spend about 70 million dollars each year for education. This woe-full waste of money, to say nothing of the waste of endeavor and courage, should be an arousement to the tax-payer whose business it is finally. With the ever increasing so-called democratic spirit and the greater efficiency of the Americanization movement, the great avalanche of these high school graduates is at our college doors clamoring for admission. What shall we do with it? And what of the future?

"To indicate the future strains for which colleges and universities must now be preparing, Julius H. Barnes, Chairman of the Institute for Public Service, has issued a summary for 210 colleges and universities which shows enrollment for 1914, 1917, and 1920 in colleges and professional courses excluding summer and extension classes, and also what the registration will be in 1930 and 1950 if the growth of the last six years is continued. These 210 colleges, which in 1914 had 187,000 students and last year, 294,000, will have 471,000 in 1930 and 831,000 in 1950, if they continue the same number increase each year; if they keep growing at the average percentage rate of the last six years, they will have 659,000 in 1930 and 1,138,000 in 1950."—*Assoc. of Coll. Alumnae Journal*.

While it is possible to multiply physical equipment indefinitely, it is not possible to multiply a suitable faculty. To sacrifice excellence to mere physical growth is disastrous.

The number of delinquents in all of our universities and colleges is appalling. From one end of the country to the other the wail has gone up. Already the endowed

schools have begun to curtail the numbers and to become more selective. Princeton University, which last year announced its determination to limit the undergraduate enrollment to 2,000 students, will choose from the candidates on a basis of scholarship and character. In addition to passing regular college entrance examinations, candidates for admission will be required to file certificates of good character and statements signed by the principals of their school concerning their personal record.

The enrollment at Columbia University last year was 31,000. This fact and the complexities that are the outcome of the huge enrollment are probably the cause for Dr. Nicholas Murray Butler's outburst that "the modern college is a high class country club."

Professor E. C. Sihler of New York University says: "Enjoyment of luxury and ease for four years and a little study on the side constitute satisfactory full-filment for requirement of a college degree nowadays. Industry and hard study are no longer a part of a college man's life," he declares, "with the present system of elective or *honey* courses. It is about time that the university authorities throughout the country should get together and set strict entrance requirement." Professor Sihler added, "and insist on a satisfactory completion of such required subjects as the classics and mathematics. The average student spends his time smoking cigarettes and wasting his father's money and his own time. I think a good spanking and pair of stout shoes would be better for the college boob than a racing car and silk shirts."

The expressions of President Butler, President Lowell of Harvard, President Hibben of Princeton, concerning their discontent with the content of the student body brought the 'comeback' in an editorial in the New York Times stating that the presidents are legally responsible for the faults they remark in many of their students since they are in a position to have much to say as to qualifications for entrance and more as to the qualifications for remaining.

Mr. S. W. Linslay of Webster, Mass., in answering says: "Harvard and Columbia and others take what high schools and boarding schools furnish. Discipline has fallen down in homes. Parents will not generally 'stand for' needed school discipline. At length youths swarm into colleges not always influenced by the scholastic or moral worth so much as by the social and athletic standing, and many professors know their departments are hardly more than tolerated save by the rare man. The home, the common and the secondary school have their part for years and no Lowell or Butler can work miracles."

Just last week the scholarship requirement of the University of Chicago was raised in an effort to limit attendance. The passing grade for major students was made C, two grades higher than formerly. "We are doing this to prevent an overflow attendance and to limit our graduates to the highest possible grade of students," said Dean L. A. Robertson. "This places our scholarship requirements among the highest in the country."

Colleges for women are silent. But they have for years, from the nature of their being, had a selective system. As the pressure has become greater, they have been able to tighten more and more on their entrance requirements. The endowed college will continue to raise its standard of selection and more and more of the unselected will seek admission to the State University.

Of the 7,745 undergraduate students enrolled at the University of Illinois last semester, 330 were dropped from the college because of delinquent scholarship, and 1,010 were placed upon probation because they failed to make a passing grade in a minimum of eleven hours of the work for which they were registered. From every University represented here today could come the story of the increased number of delinquents from the greatly increased registration, but delinquency comes high. The money that it cost to carry our 1,340 delinquents through one semester could have been much better expended in providing preparation in the High School. The money loss is as nothing compared to the loss of human endeavor, the loss of time, the discouragement that is most destructive and the disappointment that comes to parents.

From all the foregoing, I would say that we can best do our part towards reducing the number of delinquents in our State Universities by doing all in our power to have the citizens of the State realize that their first responsibility to State Universities is to insure them the right to control the requirements for entrance. The standards of Universities ought not to be lowered to meet the deficiencies of High Schools. The elimination of delinquents should take place before matriculation, and the responsibility placed for the great proportion of delinquency where it belongs.

Professor Guy M. Whipple of the University of Michigan recently gave the Alpha Test to 325 probation students and to 150 volunteer non-probation students, and deduced from the results that not more than 7 or 8 per cent of the students placed on probation are so handicapped by inferior native ability that they could not escape failure if they were reasonably industrious and were able to arrange their daily life in such a way as to favor their college work. Our part of the program is to help them in this arrangement.

Many of the causes for delinquency comes from the problems of registration week and many of them can be reduced to a minimum. The girl who has to work her way through school should so state on her registration card. She should be required to carry a reduced schedule and be advised concerning her program in order that there will not be a conflict between her classes and her duties. The girl who has failed to make the full number of hours the preceding semester should be advised to keep her schedule within her capacity, notwithstanding her desire to make up the hours to cover her delinquency. The physical examination reveals many weaknesses and tendencies hitherto unknown to the student. Troubles from thyroid glands, diseased tonsils, and weak hearts cause many a girl to fail, who, with proper attention might become a good student. Co-operation of the Health Officer, Dean of Women, and Dean of the College could remove many causes of delinquency and of failure. An explanation by the Dean of Women of the Regulations for the Guidance of Undergraduate Students given at the beginning of each semester to new students, with the requirement that each student have a copy of the regulations with her at the time for explanation, would prevent many misunderstandings. Direct information concerning rules for probation, overcutting, concerning responsibilities to University organizations, to the Hospital Fund, and to regulations for conduct, rather than misconstrued interpretations from the student body, will prevent much delinquency.

In seeking to eliminate the causes of failure, proper housing and proper feeding play an important part. We cannot overestimate "the power of light and air, quiet and cleanliness, space and beauty, in determining the physical stamina, the temper and temperament, the mental alertness, the character and ideals" of our young people. Mr. Frnak Crane's article on "Benefits that Crowds Cannot Offer" expresses a thought that is quite compelling in our consideration of the crowded conditions under which our young people are trying to find themselves—and not each other. "Scientists tell us that every atom, even in the solidest substances, as iron, is relatively and in proportion to its size as far removed from its companion atoms as one star in our heavens is distant from the other..... Nature intended everything, even atoms to have elbow room."

With our crowded class rooms, crowded walks, crowded boarding clubs, crowded rooming houses, even our attics for sleeping quarters, crowded dance halls, crowded movies and even crowded swimming tanks and crowded hospitals, we would do well to reflect carefully on Mr. Crane's conclusion and work harder to apply the solitude cure to the ills we are so ready to attribute to our young people. "All this makes one ready, alert, skillful in business and quick in repartee. But the stronger and more substantial traits of human character, which grow only in spacious areas of solitude, have no chance to develop. There are such soul growths as wonder, the appreciation of beauty, the love of nature, the knowledge of what is worth while, fortitude, humility and poise, and finally religious feeling. Not one of these things which make a man really and inwardly prepared against fate and strong against the re-

verses of destiny, will grow in the trampling and press and hurry of crowds and affairs."

When it happens that our large state universities are situated in comparatively small communities the problem of housing students becomes a very serious one. The long period in which practically no building was done, the increased cost of building since the war, the inflated prices of selling and renting houses, the high cost of up-keep, the commercialized attitude have all tended to bring about a condition in which it is very difficult for students to buy at a reasonable price any semblance of an environment conducive to study.

To meet these conditions, we have encouraged student organization to have more organized houses. About one-half of our women are taken care of in this way. 149 are living in our residence hall, 609 are in sorority houses, 140 are Y. W. C. A. building (or McKinley Hall), and in Church houses, and 30 are in Co-operative houses.

The following figures will show more clearly than any argument in words that a modern residence hall, conducted under capable social direction and good physical administration, is one of the greatest factors in reducing student delinquency.

At the end of the first semester of the year 1921-22, of the 1909 undergraduate women enrolled at the University of Illinois:

41 were dropped because of failure 2% of total;

233 were placed on probation 12.2% of total;

Of the 1000 organized women (including town girls)

30 were dropped because of failure or 3% of total;

109 were placed on probation or 10.9% of total;

Of the 606 Sorority women

7 were dropped because of failure or 1.15% of total;

91 were placed on probation or 15% of total;

Of the 180 town women

11 were dropped because of failure or 6% of total

20 were placed on probation or 11% of total;

Of the 149 in Woman's Residence Hall

2 were dropped because of failure or 1.34% of total;

9 were placed on probation or 6% of total;

The scholarship average of the women in Residence Hall was 3.40.

The scholarship average of an equal number of sorority women taken at random was 3.26.

During the recent final examination period, lasting over a period of two weeks, concerning the 149 women living in Residence Hall, there were absences for illness from but two examinations.

Absences cause much delinquency. I shall read the regulations concerning absences to show how we seek to meet this form of delinquency.

Regulation 48: Instructors report all absences daily on blanks furnished for the purpose. The absences of the men are reported to the Dean of Men, and those of the women to the Dean of Women. No absence is excused or omitted, but such information as the instructor has may be transmitted with the report.

Regulation 49: A student has no right to be absent from any exercise in a course for which he is registered except for serious illness, or by action of University rule, or for other unavoidable circumstances; or unless he has secured permission in advance to withdraw from the course, according to Rule 19.

A record is kept of all absences. When a student has passed the limit in any one subject, the Dean of Men or the Dean of Women informs the instructor in charge and drops that student from the course. — — — Absence caused by serious sickness or other unavoidable circumstances shall not count toward dropping a student from the course. — — —

A student who allows himself to be dropped from a course by absenting himself from it for causes other than those specified in the preceding paragraph, and thereby reduces the number of hours for which he has registered to fewer than 15, violates Rule 22, and unless he is reinstated in the course from which he was dropped, or secures permission from the Dean of his College to carry fewer than the required number of hours, he goes automatically upon probation; such probation to be reported by the Dean of Men or the Dean of Women at the next meeting of the Council of Administration for record. In case such student fails to pass at least eleven hours of work in the semester in which he is thus placed on probation, and in the succeeding semester, he is dropped from the college.

A student who has been placed on probation under Rule 53 and who then allows his registration to fall below fifteen hours, by reason of absences as just prescribed, unless he secures the consent of the Dean of his College to proceed with fewer than fifteen hours is dropped from the college; and a student who has been placed on probation under the preceding paragraph of this rule and who then allows his registration to fall below twelve hours, by reason of absences, unless he secures the consent of the Dean of his College to proceed with fewer than twelve hours, is dropped from the college.

To aid in obtaining better scholarship at the University of Illinois, on the fourth Friday of October, the second Friday of December, and the third Friday of March, each instructor reports to the offices of the deans of the colleges upon the work of all freshmen and special students, and upon all other students whose work is presumably below C.

The Dean of Women investigates to learn the causes of poor work in the case of women students. She advises the Dean at the college if a change of schedule seems advisable, the Head of the House, if the student is an organized girl and supervised study seems necessary, the girl herself to reduce her social program if it seems somewhat overworked, and the parent, if the reduction does not follow.

It is often said that sorority rushing causes many a girl to lose out from the start, and I am afraid that this is only too true. I would like to suggest that raising the requirements for initiation will reduce this cause of delinquency to a negligible degree.

Universities and colleges in smaller towns face different social conditions so that some of their problems are not reflected in big city universities. I can quite understand that Columbia University would not appreciate Princeton's cause for taking its recent stand against the students' use of the automobile.

A recent announcement is to the effect that the thefts of automobiles throughout the United States for one year amounted to a money value of one hundred million dollars. I am sure that if we could measure in money the loss to scholarship and high endeavor that has come to the students in a small-town college community it would measure no less.

To conclude: We have heard from one end of the country to the other wholesale condemnation of the youth of today. But youth is the same as it has always been. It does not change, we have taken away home life, care and discipline of parents and have substituted life on the streets and in public places. Instead of the quiet and repose of home we give youth the white lights, jazz, the sex appeal of motion pictures and books of scandal; youth accepts the program. The backbone is not yet set.

If we object to the demoralizing influences we can always resort to substitution. Youth will accept one as readily as the other. If we realize what dimly-lighted, badly-ventilated, over-crowded dance-halls are doing for us, let us substitute plenty of dancing space in attractive, clean, wholesomely-enviromed halls—and the dance will go on. If we know what jazz is doing for the youth in our care, and they do not, let us supply good music and I believe they will swing off just as briskly and just as happily to the waltz, or two-step, or *new* step, if needs be, as they did to syncopated music.

The announcement has just been made that Princeton will have a half-million dollar ice-skating rink. I believe that a few hundred yards of artificial ice would do

more for those of us who are in institutions in flat country and moderate temperature than volumes of regulations.

I believe that the time will soon come, if it is not now here, when the State University will have to provide more directed wholesome play—more real recreation, instead of the tawdry amusements which destroy instead of recreate.

The State is saying to us that higher education is enormously increasingly expensive; that health service departments, residence halls, scientifically-conducted commons, stadiums, theatres, gymnasiums, skating-rinks, recreational halls, music, and directed play are expensive luxuries. Let us say to the state that none of these is as expensive as the lost human endeavor of the thousands of the upper stratum who are making the final effort in preparation for leadership, that these expenses are as nothing when compared with the cost of failure. They are as nothing, if without them the University must send back to the state, after four years, its sons and daughters unfitted to assume the obligations of citizenship.

The delinquent student is produced by:

1. Inadequate preparation, inefficient teaching in the High School or mental inadequacy.
2. The difficulties of adjustment to the newness and bigness of the University.
3. Unsuitable housing.
4. Mal-nutrition.
5. Physical incapacities.
6. Lack of sufficient University supervision of extra-curricular activities and of recreation.

Delinquency may be greatly reduced by:

1. Having the citizens of the State realize the necessity of giving to the *State University* equal opportunity with the endowed institution to maintain standards by having complete control of the requirements for entrance.
2. Complete advice at registration.
3. An early explanation of the regulations for the guidance of undergraduate students together with a statement concerning the obligations that accompany privileges.
4. An adequate Health Service Department requiring a physical examination and re-inforced by a Physical Education Department equipped to do corrective work in addition to the regular work.
5. Better housing and by scientific feeding.
6. The organization of groups into responsible groups.
7. Closer co-operation of the Dean of Women and these organizations, and of the Dean of Women and parents.
8. University supervision of recreation.

RECREATION AND THE UNIVERSITY MIXER

by MRS. JESSIE B. LADD

Dean of Women, University of Minnesota

Dean Wells of Indiana, in her request for a paper on the subject of "Recreation and the University Mixer," says that she understands that we have practically solved this problem in Minnesota." Knowing well how far we are from this blessed consummation, I am rather loath to speak on the subject. However, I am glad to tell you of what we *have* done, if you, on your part, will remember that we do *not* consider the problem solved.

What opportunities are there for social contacts at the University of Minnesota? In the first place, as the center and heart of the recreational activities of the women, we have our Woman's Building, Alice Shevlin Hall. Shevlin Hall was given to the women of the University of Minnesota about fifteen years ago, by a wealthy Minneapolis man, the late Mr. Thomas Shevlin. We were very fortunate in that a man of large and generous ideas was able to see the need. It was due to the efforts of the Woman's League and the Young Woman's Christian Association that this need was made clear to him. First then, there was the need; second, the need made clear, and third, the need supplied.

We might walk through the building, in fancy, to see just how it serves the University women. From the spacious hall there is a generous view into the living room. This is a lofty, panelled room suggestive of old English comforts. There are inviting chairs, pleasantly uninstitutional; davenports, and tables on which are the latest papers and magazines. On cold, wintry days a fire blazes in the great fireplace. Thirty to fifty girls may be seen here at all hours of the day, visiting or studying.

On Wednesday afternoons, for the last fifteen years, I have read aloud in this room to groups of girls. The Fireside Reading Hour has come to be quite a feature in Minnesota. I read short stories and the girls come and go as they please. It has proved a very restful and pleasant hour. We serve cocoa and cakes, and I have an opportunity to chat with the girls in a most informal fashion.

During the week of examinations, I serve refreshments. This gives an opportunity for lessening the strain of this trying period. The girls flock in and seem so grateful for the hot tea, the informality, and the atmosphere of "nothing is expected of you now."

Then for those students who wish a smaller and more intimate meeting place, we have a room, cozy with fireplace and candles, where groups of twenty or more may gather. This may be reserved in advance, and there is seldom an afternoon when this room is not in use for small teas, for committee meetings, for various women's organizations on the campus. There is no charge for this privilege.

Opposite the Living Room is the Assembly Room, white enameled, sunny, with a good floor and graced by the portraits of ex-President Vincent and our beloved Maria Sanford. Here, at the noon hour, the girls dance. They are mostly non-sorority girls. This has always seemed a happy, carefree time, when they can chat and play and cast off the strain of the classroom. The room is provided with piano, victrola, and stage curtain. Evening lectures, plays, dances and musicals are also given here.

I will mention some of the Clubs which entertain at teas and evening parties at Shevlin Hall. There are the State Clubs, the woman's Class organizations, Bib and Tucker, Pinafore, Tam O'Shanter, and Cap and Gown; Pharmacy, Dental and Chemistry Clubs; Girl Scout Clubs; the Menorah Society, made up of Jewish men

and women; the Woman's Glee Club, Scroll and Key, the Architectural Club, Torch and Distaff, a new Home Economics Honorary Society; and the Mortar Board. Then too, there are the Literary Societies, Dramatic Clubs, and so on almost without end.

In this connection, I might say a word about the chaperonage of parties on the campus, which is under our immediate jurisdiction. Practically all evening parties are dancing parties, and are given on Friday or Saturday nights. We ask for two faculty chaperons for each party. Printed slips are sent out asking each chaperone to report to the Dean's office as to the style of dancing and the courtesy which they receive. We feel that some gain is made in this way, as chaperons tend to take the duties more seriously if they think an accounting is requested.

To return to Alice Shevlin Hall, the Young Woman's Christian Association rooms are just beyond the Assembly room. Religious meetings are held here once a week. Many general teas are given to the University girls by the Association. The Christian Association parlor affords another opportunity for girls to meet and visit with their friends. Early in the year the Young Men's and Young Women's Christian Association give one or more receptions to the new students.

The lower floor of the building is occupied mainly by the constantly expanding cafeteria. Fifteen years ago we could only seat 200 in the dining room. Now, owing to a generous appropriation from the Legislature we are able to seat 600. About 700 girls lunch here daily. This lunching together helps the girls to become acquainted and to form friendships. There are both large and small private dining rooms for the use of any group signing up in advance with the cafeteria director. For the non-sorority girls this is a most desirable feature. A successful innovation of this year is the small kitchen which has been furnished for the use of the girls who want to prepare their own spreads and teas.

The third floor is given up to the Woman's Self-Government Association Office, the Study Room, Rest Room, the Woman's University Club Room, a small sewing room, and the office of the Housing Bureau. Our Housing Bureau, under the supervision of a most competent woman, Mrs. Mary Staples, is taking an increasingly important part in bettering the living conditions for the students. In connection with this, you might be interested to know of the success which we have had with Householders Council. This was started four years ago by Dean Gertrude Beggs. Semi-monthly meetings are held at the different rooming houses. Meetings of the same sort are held by the sorority chaperones. Matters of interest concerning the health and well-being of the girls are discussed. In this way the Dean of Women has had the confidence and co-operation of the heads of the houses.

To return to Shevlin Hall, my own office is on the first floor, a most desirable feature as it is easy for the "new" students to find, and convenient for the older students.

The soul of Alice Shevlin Hall, if you will allow that a building may have a soul, entered with the class of 1907. This class was most appreciative of the wonders of Shevlin in that they had known what it was to go without it. The delight in the building, with its opportunities for comfort and the forming of friendships, has somewhat cooled as the years have passed. The students are less conscious of its joys but their use of the building and its steady influence in their lives plays as important a part as formerly.

The second most important factor in providing a satisfactory recreational and social life for the women students is our splendid Woman's Self-Government Association, with its Council Room in Shevlin Hall. It is an organization to which all the women students belong. Two of its express purposes are:

1. To create a sense of unity and fellowship among the women.
2. To promote and to maintain the highest standards of University life.

I cannot speak in terms of too great praise of the place the Woman's Self-Government Association holds in University life. There are eighteen members on the Board.

The Dean of Women, at the invitation of the Board, attends all meetings. I am always highly pleased at the serious and enthusiastic manner in which business is conducted. The Woman's Self-Government Association is a tower of strength to the Dean of Women. I will mention some of their activities.

Every two weeks, on Saturday afternoon, they give sunlight dances. These were started in 1914 to help the girls who have few opportunities of making acquaintances among the men. The men are asked to pay twenty-five cents, the girls pay nothing. Two or more faculty women act as chaperones. Introduction committees of both men and women are appointed. These parties are given during the fall and winter quarters and are attended by from two to three hundred couples. In the spring, the students seem to prefer the out-of-doors. The students have attempted to have good music, not jazz, and I think that it has made some difference in the manner of dancing. If a couple are noticed to be dancing objectionably, a card bearing this inscription is handed to the man:

UNIVERSITY of MINNESOTA

School Year 1921-22

We do not dance cheek to cheek, shimmy, or dance other extreme dances. You must not.

A second notice will cause your public removal from the hall.

"Help to Keep up Minnesota Standard"

Signed: WOMAN'S SELF-GOVERNMENT ASSOCIATION, and
ASSOCIATION of MINNESOTA UPPERCLASSMEN.

The threatened public removal from the hall has occasionally been exercised by a strong armed force of men. The most favorable and hopeful outlook on the style of dancing is that our strong women's organizations, such as the Women's Self-Government Association, the Young Women's Christian Association, the Women's Athletic Association, etc., do not favor extreme dancing.

Lord Northcliff says, in a recent publication that "what interests a person one year may not interest him the next. We are always outgrowing ourselves. Old people cannot set their mental clock back and see things with the eyes of youth, I am fifty-six and for the life," I cannot understand young folks' interest in dancing." Now, although I am older than Lord Northcliff, I can perfectly comprehend this great interest, even passion, for dancing, for I have loved to dance from youth to age.

To cite the other activities of the Women's Self-Government Association. Early in the year, they have open house on Sunday afternoons, at Shevlin. A general invitation is given out and many lonely students, both men and women, come and enjoy the open fire and the opportunities of meeting other students. Occasionally the Young Women's Christian Association acts as hostess at these meetings.

Also, every Friday afternoon, a social hour is held at Shevlin. Some little entertainment is given, and light refreshments are served. A general invitation is given to all University women, and seventy-five to one hundred girls attend. The Pan-Hellenic Association is also giving teas at Shevlin once in two weeks. All University women are invited. Sorority and non-sorority girls attend. I am sure that this mixer makes for a better feeling and is a move in the right direction. A genuine attempt is being made on the part of the sorority girls, for more democracy in the sororities. It is an interesting fact that if these Pan-Hellenic teas were given in sorority houses, very few non-sorority girls would attend.

The House Council is one arm of the Women's Self-Government Association. They attempt to improve living conditions at the University, and also to regulate matters of conduct in connection with the houses. Just now, they are trying to reach the lone girls in the boarding houses. A big party, the first of its kind, has recently been given, to which all such girls were especially invited. About one hundred and

twenty-five attended and was a great success. An organization of these girls has just been formed for mutual enjoyment and benefit. The girls at the head of this movement are so fine and democratic that I am hoping for great results. The House Council has also recently passed a ruling whereby the dormitory and all the sorority and rooming houses may hold Open House on Saturday evenings.

The valuable work of the Big Sisters is also under the direction of the Women's Self-Government Association. These Big Sisters are appointed in the spring term from the ranks of the junior and senior classes. For some years the attempt was made to have a Big Sister for *each* incoming Freshman, but it proved to be unsuccessful in that the Big Sisters had too many Freshmen to be able to look out for them in a satisfactory manner. Last year the Board decided to appoint Big Sisters for all out-of-town Freshmen. This has proved much more satisfactory. Big Sisters do not have more than three or four Freshmen to look after. The Freshmen are written to during the summer. They are often met at the train and assisted to find a rooming place and helped in registration. Later, a tutor is found for them if they have difficulties with their studies. Parties are given for them, and they are escorted by their Big Sisters. In this way a sisterly eye is kept upon the Freshmen until they become accustomed to the University and learn its ways and traditions. I am sure than many Freshmen have been much helped and heartened by the Big Sisters Organization.

The Women's Self-Government Association have a dancing class every Thursday from seven to eight p. m. in Shevlin Hall. A fee of \$10 is charged. The class is taught by University girls, and is well attended, especially by Freshmen who have not had many social opportunities. To work together or to play together seems the best way to form real friendships.

The Women's Self-Government Association also gives a Thanksgiving Dinner, each year, to out of town girls, and they make great efforts to see that the lonely ones really come and that they have a good time.

The second organization which offers recreational opportunities is the Women's Athletic Association. "The purpose of his organization is to promote an effort for physical efficiency, to stimulate an interest in athletics and to create a spirit of good sportsmanship." About fifty girls belong to this association.

The membership basis of the Women's Athletic Association has recently been changed from the open to the closed type. A certain number of honor points are an eligibility requirement, the points to be won by class team membership, and other ways. The number out for the various sports is an indication of the variety of interest shown:

FALL	Field Hockey	75 to 80
WINTER	Ice Hockey	25 to 30
	Basketball	90 to 100
	Skiing	40 to 50
SPRING	Baseball	90 to 100
	Archery	25 to 30

These are all contestants for Class teams. In addition, there are about one hundred more girls playing in the House Baseball and Basketball teams. The House teams were begun in an effort to stimulate interest in sports among the sorority girls. The teams playing in the House Contest are from all the sororities. East and West Sanford Hall (our one dormitory) and the three co-operative cottages.

The Aquatic League is also a branch of the Women's Athletic Association. This has a membership of about twenty-eight. They meet once a week and an exhibition of fancy swimming is given about once a month.

Another group which offers recreational opportunities to all women is the Trailers Club. To quote its constitution:

"The purpose of this Club shall be to foster a love of the out-of-doors and of sports which create good fellowship."

There are forty active members and a large and enthusiastic group of Alumnae.

A rather unusual feature of this club has been that increased rather than decreased activity in its behalf has been shown after leaving college. The Alumnae have recently bought a cottage on a river about twelve miles from the University. This makes an objective for hiking and a place for both winter and summer sports.

Every Saturday afternoon, the Trailers Club, with some outside girls, get together for some sort of fun—skating, hiking, swimming, snow-shoeing, and skiing. Also, during the spring vacation every year, we girls—this includes myself—have a “spring running.” We start out with knapsack on back, for a two or three days’ tramp. We cook our lunches out of doors and stay over night wherever night overtakes us. A rest of ten minutes out of every hour, or “Owres”, so named for our Dr. Owre who started this custom, helps one to tramp all day without excessive fatigue. This hike is a joy to anticipate through the winter months. To awaken the love of tramping, or as Stevenson puts it “the delight of the tightening of the muscles of the thigh,” to know the joy of the open road, this is a most worth while endeavor.

Somewhat later in the spring, the Trailers have a two day canoe trip down the beautiful St. Croix River, and at the close of school an annual house-party is given. Membership in this club is on a strictly democratic basis.

In conclusion, let me say that we at Minnesota recognize the importance of recreation. Our task is to make the student’s recreation serve her best interest. When I think of the way in which some students dance, of the excessive gayety of the few, of the loneliness of the many, I feel almost discouraged. But some of this we may lay to the war and justly so. The method of dancing is much better than a year or two ago, and more hands are being held to the lonely girl. So there is hope. With patience and the active co-operation of the fine student leaders at the University, we may accomplish the impossible.

THE FUTURE OF SORORITIES FROM A PANHELLENIC STANDPOINT

by LILLIAN W. TOMPSON

National Panhellenic Delegate for Gamma Phi Beta

Since Apollo no longer grants interviews, even to Greeks anxious to inquire about the future of Panhellenism, the only way to forecast coming events is by studying the past and present. What did the National fraternities set out to do when they started the Panhellenic movement? They were determined (1) to increase interfraternity friendliness, (2) to guide fraternity activities into the best channels, and (3) to attack the faults of the fraternity system. What success has twenty years of constant endeavor produced along these lines, and what does the future seem to offer?

Interfraternity friendliness first developed, naturally, among the national officers who attended the yearly meetings of the National Panhellenic Congress. The intimacies and the new ideas which these meetings brought the delegates, they shared as best they could with their grand Officers and fellow members. Delegates started College Panhellenics in all colleges where national fraternities were represented in order to force the more or less unwilling active girls to know each other also. In the last ten years the fruit of this movement has appeared in the establishment and rapid growth of City Panhellenics all over the United States. The very girls who when active found Panhellenic irksome, insisted when they became alumnae on forming Panhellenic associations in their home towns, so that they might keep up the pleasant interfraternity associations started in college. About sixty of these societies are affiliated with the National Panhellenic Congress. Many more are not affiliated. All are carrying on various interesting activities which range from helping College Panhellenics and encouraging scholarship with cups and funds, to supporting local philanthropies. Akron, Ohio, has started a kind of Panhellenic fraternity house, in which business women, fraternity and non-fraternity, find a pleasant home and echoes of college life. A group of alumnae have built Camp Panhellenic on Washington Island, where active and alumnae girls from all fraternities spend the summer together. Groups of fraternity girls, traveling in Europe last summer, with the Raymond Tours, arranged to visit certain places together and thus added greatly to the joys of travel. Reports from these Panhellenic undertakings always emphasize the delightful social life which is the basis of their wide popularity. It is evident that the future will see a still further strengthening of these interfraternity intimacies.

The development and guidance of fraternity policies has also met with substantial success. Women's fraternities are now exceedingly well organized. They all have a staff of experienced, long term officials, many of whom are paid. Most fraternities have a central office in which is carried on the immense volume of secretarial work necessary for the management of from twenty to sixty active, and nearly as many alumnae chapters. Fraternities control and improve their active chapters through visiting delegates. They finance their plans by ample yearly incomes and by growing endowment funds. Of late considerable sums are spent on scholarships, and philanthropies for women and children not connected with fraternities. A mountain settlement school, a summer camp for underfed children, a teacher for the Maine coast islanders, a hospital truck for southern mountain people, a vacation home for children—All are now being supported by N. P. C. fraternities. Secrecy, except concerning initiation, has almost disappeared. It is not at all unusual to see convention reports, financial reports and all sorts of business affairs in fraternity magazines, while at the first session of each National Panhellenic Congress full accounts

of all the latest developments in each fraternity are presented. Beginning with an intense interest in their own problems, fraternities are now adding to that an almost equally intense interest in the world's problems, and if we may judge the future by the present their tendency to philanthropic and educational work for other than fraternity members is likely to become steadily stronger.

(But how about the third object which National Panhellenic had in view—the improvement of the faults of the fraternity system?) This has to do with the field most familiar to deans of women—the active chapter in the chapterhouse, and in this field lie the most difficult problems that confront the national officers. There are at present 592 active chapters of Congress fraternities, situated in 112 colleges, which are located in all but four of the states of the Union. About 17,000 girls belong to these chapters. This stream of young and eager life flows continually in at the freshman door and out at the senior, but in the chapter house itself the time, as Tennyson would say, is always morning, and the girls are always young. With only a year or two of experience these girls must meet the perplexing problems of rushing and entertaining, of finance and study, of self control and control of others. They themselves are intensely conservative and intensely radical. They want the very latest, and they cling tenaciously to “the way we have always done in our chapter.” Every difficulty that comes before a dean of women, comes also before a national fraternity officer, only it comes to her from every quarter of the United States and in the most varied forms. But twenty years of steady effort have produced some improvements in chapter house life and in college Panhellenic relations. Rushing has been better controlled. High School bidding has been eliminated and High School rushing greatly reduced. The expense of rushing has been brought within reasonable limits at most colleges. Panhellenic agreements have mitigated the old free-for-all scramble for desirable freshmen, and preference bidding has done away with the undignified performances of former years when personal bidding prevailed. Sophomore pledging, so dear to the hearts of deans a few years ago, has been experimented with and given up as unsuited to girl nature. A short rushing season and a high scholarship requirement for initiation have been found to work much better. Panhellenic associations have given girls valuable training in making, abiding by and enforcing laws. Some feeling for fair fighting and good losing has been aroused. Back of every chapter, and at the disposal of every dean, if serious trouble arises, is a body of well trained and efficient officers who can give council or exert authority.

But the fraternity house is the heart and center of active chapter life, and in it both the advantages and the difficulties of the fraternity system appear. Out of the 592 chapters belonging to the eighteen national fraternities, 323 live in houses. Of these houses, 137 are owned, and 186 are rented. Of those owned forty-seven were built by the fraternity, the others were bought and remodelled. The smallest percentage of chapters of one fraternity living in houses is thirty-seven, the largest is ninety-two, the average is fifty-eight. Most fraternities have funds which are used to help finance new houses. An alumnae corporation usually buys or builds the house, which is then rented from them by the active chapter. These houses cost from \$10,000 to \$30,000, rarely more. Years of experience have convinced fraternity Grand Officers that chapter house life is of the greatest value. Girls get there a training that is of the utmost use to them in after life. They plan meals, buy supplies, select furnishings, keep accounts, attend to repairs and learn besides as members of a group to make decisions for the common good, and then to put them into effect. Such experiences develop self reliance, efficiency and leadership. A sense of responsibility is developed in the seniors by the duties that come to them. They must train the Freshmen, hold the highest offices, and meet all the difficulties that arise. The very fact that adequate chaperones are so hard to get, and that Grand Officers are so far away adds to the training of the seniors, who must make good all deficiencies. It is certain that the future will see more and more chapters living in their own houses, and while this will always give deans and national officers some problems, these are not at present fundamentally serious.

What, finally, is the attitude of the eighteen national fraternities towards expansion? Expansion is gaining in popularity with all fraternities. From 1915 to 1921 the women's fraternities founded 162 new chapters, an average of twenty-seven chapters a year, and entered eight new colleges, raising those on the eligible list from 104 to 112. It is probable that the future will see these figures surpassed, for colleges are crowded, eligible girls are so numerous that only a small number of them can be accommodated in existing chapters, and the National Panhellenic Congress has for several years offered to help the expansion of any new National Fraternity. This year several are starting and will probably soon appear in N. P. C.

What then in a word are the tendencies in fraternity life today?

1. Toward greater interfraternity intimacy.
2. Toward improved internal organization.
3. Toward greater helpfulness to women and children not connected with fraternities.
4. Toward buying and building chapter houses.
5. Toward the development of chapter house life as a training in cooperative living and leadership.
6. Toward steady expansion.

It seems probable that around some or all of these tendencies most of the fraternity activities in the near future will center. But there are some apparent changes in standpoint among women, both moral and social which may modify or deflect the fraternity development, as they may that of society at large. Fraternity officers, however, cannot at present see these changes clearly enough to prepare for them, but must meet them as they come with what wisdom the future provides.

FUTURE OF SORORITIES

by MARY ROSS POTTER

'Dean of Women, Northwestern University

I remember with a smile, how some years ago, when I, as an enthusiastic young dean, was trying to find my way, with confident anticipation of solving all possible problems in short order, I used to say with much uncton, "A University is not a kindergarten, and it is not a reform school." As the years have gone by I have come to realize that often the girl who comes to college a mere child, needing help at every point, "grows up" fast and outstrips her more self-reliant sister; and many times the girl who tries us most reveals the truest metal once a showing of patient and sympathetic interest has won her. The University of today takes all this into account and no need of the student is beneath its concern. Loans of many are made on easy terms; a hospital is provided with doctors and nurses and surgery, often free; there are dormitories with trained dietitians and social heads.

When the colleges, having provided the best instruction possible, considered their obligation fulfilled, there was great need especially for women, who were none too welcome, of help in providing suitable housing and right conditions of social life, and the sorority was created out of a very real need. It met that need well.

In this day the colleges strive to meet every need of the student, and so they have gradually approached success in this endeavor, and less and less has actually been left to the sororities, the sororities have changed in their nature. They still supply a genuine demand, and supplement in valuable ways the efforts of the college, now grown large and perhaps sometimes helpless before the needs of the individual student. They provide stimulus for high scholarship, whereas formerly the need was rather to provide diversion from the monotony of heavy work. They afford congenial groups, relatively small, whose members feel responsible for the standing of the group as a whole and obligated to each other to teach each other helpful things. They offer opportunity for the development of leadership and executive ability for larger numbers than would be possible without the smaller grouping. Are they measuring up entirely to their opportunity for service to college women either within or without their ranks?

What is the advantage to a child of the public school over the private school? The answer is obvious—the opportunity for the child to adapt himself to children of all classes and thus to realize the rights which they have here in common and the obligation of each to all. Up through the secondary schools to the University come the boy and girl who are to receive there, the finishing touches of their formal education for citizenship—citizenship in that America which has been characterized as "an experiment in faith in human nature." To make such an experiment a success each person must trust his fellow, each must be worthy the trust of his fellows, and each must not only recognize the rights of his fellows but be deeply concerned that those rights be realized. No man may profit at the expense of his fellows, and no man's doom may be sounded by another than himself. And as a means to all this, each man must know and understand his fellow. The same need of broad contact exists here as in the Public School. America has not realized her ideal, but that she is constantly setting to work new agencies which move in that direction and eliminating elements which militate against it nobody can doubt. The University has not yet attained its ideal, but it too is marching toward it. Not the least of the signs of progress in the

past few years is the new spirit of self-determination on the part of the students. When any body assumes responsibility for the solution of its own problems, then the solution is well on the way. There needs only a clear understanding of the problem itself, and the American student is quickly "on the job."

The University trains for citizenship. The University graduate, then, should go out to the serious duties of a citizen after four years of practice in a fine sensitiveness to the rights of others; a conviction of his obligation to assist in maintaining those rights; a sense of the "preciousness" of every human life and its right to a "realizable chance of happiness;" an appreciation through experience of the value of contact with many types of people and with varied interests in order that his culture may be broadened and his horizon widened.

The University Freshman comes in with the expectation justly conceived of an open course before him, with opportunity of initiative and self-development, with no barrier to the highest attainment—mental, social, spiritual—of which his nature is capable; with every possibility of winning honors, friendships, happiness.

Then in the University must be developed all possible agencies for fulfilling these ends, and no influence should enter there which will detract from these high achievements for every student. First of all, to quote Mr. Bridges—whose book "On Becoming an American" may naturally apply to that section of America, the American College, as well as to the entire country.

"It is not possible for a human being to live without a supreme loyalty." But that loyalty must not be narrow. To the student as a student that supreme loyalty should be his college—the alma mater which affords him the opportunity to develop into his best, his finest self; which offers him membership in a body large enough and varied enough to broaden his culture and widen his horizon through contact with many and varied types; not too large or too varied to enlist the loyal devotion of its members to, not merely the body of individuals who compose his own generation, but to the spirit of the institution as expressed in its continuous life.

What is the effect of the sorority as it exists today upon the possible realization of the real purpose of the University? It contributes much, and all that it contributes must be conserved. I should like at this point to "give credit," as the authors say. I could not have undertaken the following outline, incomplete and merely suggestive as it is, without the assistance of the dozen or more Deans of Women who generously responded to my request for their answers to two questions, i. e. What should be conserved in the sorority system? What should be eliminated? By "conserved" I mean not simply kept for the sororities, but extended to all who desire it or earn it. Here are the answers:

What should be conserved:

First of all, the small group of congenial and mutually responsible friends, who provide an impetus to high scholarship, assume to teach other helpful things and provide that backing from which comes a sense of being a representative of a group rather than an isolated individual, and which brings the deep satisfaction, that come with the close of lasting friendships.

Second, the spirit of loyalty which the sorority engenders in its members and which furnishes a splendid impetus to activity and an incentive to high standards and high ideals which are handed down from generation to generation.

Third, the fine initiative and power of leadership which a sorority develops in its members.

I might add a fourth point the training which comes from assuming responsibility for a house, with its making of budgets, and general training in right proportions. This, however, valuable as it is to both the University and the members of the household, would probably never become the privilege of every college woman.

And what in the light of the high calling of the college and in the interest of its realization, should be eliminated?

First, the emphasis of the group at the expense of the campus at large. Such emphasis is expressed when a sorority pushes one of its members for office regardless of her fitness for the position, and more still when sororities combine to exchange votes for their respective members. It is expressed when any sort of sorority interest is permitted to take precedence over a general college interest. It will not be corrected by simply compelling the members to enter certain activities or to conduct themselves in a certain way, but only by an actual shifting of the center of interest.

Second, the emphasis of the group at the expense of the individual in the group. This is done when the individual is drafted to represent the group in an activity for which she has neither taste nor time—a whist tournament, for example. On a certain campus was heard this conversation one day: "Are you going to vespers today?" "No, it isn't my day." "Who does go today?" "So-and-so and So-and-so." It is done when a Freshman girl is induced to swear lifelong devotion to thirty or forty persons whom she has known for three days or even three weeks. It is done when a sorority member is expected to humiliate herself before a Freshman girl who is considered "material" for membership. It is done when the sorority hampers in any way the freedom of the individual. And indeed, what affects the individual affects the group as a whole, so there is loss all round. It is done if the sorority even unconsciously tends to dwarf the interest of its members in a relationship of hearty give and take with the students of a different type from herself.

Third, the emphasis of the group at the expense of the girl outside. "Nobody wishes to harm a girl outside, but if the good of the sorority demands it, then it must be done," says the sorority. But no human being has the right to gain his own ends at the expense of another, and he who does it must shrink and shrivel thereby. For the good of the sorority member, then, as well as for the girl outside, this thing is wrong. It is done when she is passed upon and pronounced wanting by a small group of privileged persons, perhaps the acquaintance of a day or two, whose decision is as a rule accepted by the campus. It is done when her neighbor is taken, for no reason which is apparent to her or can be made clear to her, excepting that she is a failure at making friends. It is done when she is deprived of campus social life through the monopoly of it by the sororities and fraternities. It is done when in any way the sorority is made to seem to those outside or inside to represent a higher social caste. There is no social caste in America.

The sororities were not originally in danger of committing many of the wrongs just enumerated. Now, however, as women have flocked to the college in larger numbers, and sororities have multiplied, the prosperity has wrought to the sororities a two fold detriment; First, since they cannot, as they are now organized, assimilate anything like the entire number of women or even all who seem in their eyes desirable, they have fallen into the way of selecting with a view wholly to their own self-interests; and when self-interest becomes the dominant motive of action the effect on the doer is destructive, and indeed the keen edge of satisfaction must sooner or later grow dull. Second, through sheer necessity of self preservation in the face of competition, they too often choose their members with an eye to the contribution which the recruits can make to the standing of the organization, as an organization, on the campus. And this competition has led also to the thing called "rushing." It is well named. The sorority member hates it, the college authorities condemn it, the Senior on graduation thanks goodness that there will be no more of it; the girl who is not rushed is hurt; the girl who is rushed and dropped is abused. The girl who is rushed and "bid" has many thrills; but even she, before it is over, would almost sacrifice her entrance to the Promised Land to be free from it.

So much for the pros and cons.

We are living in a time of great and significant change, the keynote of which is greater consideration and understanding of the aims and ideals of others.

People no longer care to be banded together for exclusive reasons and at the sacrifice of broader relationships; and women especially scorn to accept personal gain at the expense of other women. Is not this the time, then, when a movement toward the really best thing would be easy?

It is not for me to offer a ready-made plan; I have none. It is for the sorority women themselves to do it, and to them the colleges and universities look, conscious of the fine contribution already rendered, and believing in their power and desire to meet the challenge of the present. If I were to make suggestions, I would recommend the following basis for organization:

(1) A clean cut basis of membership worthy the loyalty given and such that it may be defined and may be understood by non-members.

(2) Either the inclusion of all women who can qualify on the basis stated, or a form of organization so flexible and with the visible point of distinction from the rest of the campus so insignificant that other similar organizations can be formed without limit and can take their place on the campus on an equal footing with the older organizations.

(3) Either membership entered upon late enough so that both sorority members and candidate may know one another well or a less binding bond, with provision for severing it and transferring to another group easily and without odium attached.

(4) That social prestige be abandoned as a consideration of the group as a group.

(5) That there be no rushing.

These suggestions are, as I have said, not intended as a comprehensive plan, but simply as a statement of certain fundamental principles which, as it seems to me, should be embodied in the sororities of the future. I believe that I express the sentiment of thinking sorority women, alumnae and undergraduates, everywhere in saying that reorganization along these lines would bring greater satisfaction to sorority members and a contribution to the effort of the colleges and universities toward equal opportunity for all students of self-realization in an atmosphere of breadth and freedom worthy of the fine calibre of our present day young people. A great movement like this would do much to free this "wild young generation" from the froth and general bewilderment through which they are struggling, much of which they have inherited from the recent years, and from which I truly believe they would gladly be free.

It is a tremendous thing to suggest—this cold blooded inspection and regeneration of so time-honored an institution as the system of national sororities—but this is a day of big things, and the sororities, I truly believe, will move along with other big things. They are in a position to assure for the American college campuses this problem of much needed universal campus organization because of the prestige which their long experience and service have given them; because of their splendid national machinery, ready to hand for setting the movement in motion; because of the fine example which they have already given on many campuses of a kind of housing which provides successfully for both physical comfort and the human need of happiness through companionship. I am thinking that, as campus possibilities shape themselves more clearly in our consciousness, the house may prove the natural unit, whether owned by the students themselves or otherwise provided.

To reconstruct will mean to lose some cherished traditions; but is not all progress based upon the sacrifice of really good things to larger and better things? Would not the really valuable elements of the sorority be preserved and even enhanced in value through a frank and whole-hearted pledging of the sorority to the highest good of the campus as a whole and every individual on it? A large contract, yes; but not too large. I wish that this time when big undertakings are easy—small ones with short vision do not enlist out interest any more—that this time might not go by with any powerful factor of college life not yet brought to the full measure of its possibility of constructive contribution.

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